Title		Day	Date	Class	Period
Unit 1: The Five Senses – Lesson 1					
Lesson	**1**				
Page(s)	**8–10**				

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify the five senses.
- use vocabulary related to the five senses.
- ask and answer questions about the senses.
- match each sense with the correct body part.
- complete simple sentences using the new vocabulary.
- describe how the senses help us in everyday life.

2- Materials & Resources:

Student's Book	Worksheets	Flash Cards	Board
Digital Tools	Pictures	Audio Track	

3- Strategies:

Discussion	Brainstorming	Pair Work	Cooperative Learning
Discovery Learning	Question & Answer	Role Play	Individual Work

4- Content:

a- New Vocabulary:

taste – smell – see – hear – touch – eyes – ears – nose – tongue – hands – senses

b- New Structure:

I see with my eyes. – *I* hear with my ears. – *I* smell with my nose.
I taste with my tongue. – *I* touch with my hands.

Language Function:

Asking about the senses. – Talking about how we use our senses.

5- Procedures:

a- Warm up & Revision:

- Greet the students.
- Ask: *How many senses do we have? What can you see in the classroom?*
- Review body parts (eyes, ears, nose, hands, tongue).

b- Presentation:

- Present the five new words using flashcards and pictures.
- Students listen and repeat.
- Explain each sense and the body part we use.
- Read the dialogue with the class.
- Teach the Think question: *How do the senses help us learn about the world?*

c- Practice:

Students will:

- Match the senses with body parts.
- Complete the sentences using: *see – hear – smell – taste – touch.*
- Answer comprehension questions.
- Complete the matching activity.
- Choose the correct answer.
- Work in pairs asking and answering:
  What can you see? – What can you hear? – What can you smell? – What can you touch?

d- Assessment:

Ask students to:

- Name the five senses.
- Match each sense with the correct body part.
- Complete five simple sentences.
- Answer: *What do you hear with? What do you smell with?*
- Participate in pair work correctly.

6- Evaluation

The Lesson : Objectives achieved. – Students identified the five senses correctly.
The Students : Participated actively. – Used the new vocabulary correctly. Completed activities successfully.
The Teacher : Used suitable teaching strategies. Encouraged pair work and discussion. – Provided continuous feedback.

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Title		Day	Date	Class	Period
Unit 1: The Five Senses – Lesson 2					
Lesson	**2**				
Page(s)	**11–13**				

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify healthy daily habits.
- read and understand a short text about healthy habits.
- use the Present Simple affirmative correctly.
- answer comprehension questions about the reading passage.
- describe their daily routines using the Present Simple.
- talk about healthy habits confidently.

2- Materials & Resources:

Student's Book	Worksheets	Flash Cards	Board
Digital Tools	Pictures	Audio Track	

3- Strategies:

Discussion	Brainstorming	Pair Work	Cooperative Learning
Discovery Learning	Role Play	Question & Answer	Individual Work

4- Content:

a- New Vocabulary:

healthy – habits – breakfast – energy – vitamins – vegetables – fruits – exercise – water – homework – sleep – sharp – morning – afternoon – evening

b- New Structure:

Present Simple (Affirmative)

- *Sarah wakes up early.*
- *She brushes her teeth.*
- *She drinks orange juice.*
- *She eats healthy food.*
- *She goes to bed early.*
- *They play sports.*
- *I drink plenty of water.*

Language Function:

Talking about healthy habits. – Describing daily routines.

5- Procedures:

a- Warm up & Revision:

- Greet the students.
- Review the five senses.
- Ask: *What do you do every morning? Do you eat healthy food? What healthy habits do you have?*

b- Presentation:

- Introduce the lesson using pictures of healthy and unhealthy habits.
- Present the new vocabulary.
- Read *My Healthy Day* with the students.
- Explain the meaning of the new words.
- Present the Present Simple affirmative.
- Explain the use of *-s / -es / -ies* with third person singular.

c- Practice:

Students will:

- Read the passage aloud.
- Answer comprehension questions.
- Complete *True / False* activities.
- Choose the correct answer.
- Answer thinking questions.
- Complete grammar exercises using the *Present Simple*.
- Write complete sentences from pictures.
- Discuss their healthy habits with a partner.

d- Assessment:

Ask students to:

- Read the text correctly.
- Identify healthy habits.
- Use the Present Simple accurately.
- Complete grammar exercises.
- Describe their daily routine.
- Participate in pair discussions.

6- Evaluation

The Lesson : Objectives achieved. – *Students understood healthy habits and daily routines.*

The Students : Participated actively. – Used the Present Simple correctly. Completed reading and grammar activities successfully.

The Teacher : Used suitable teaching strategies. – Encouraged communication and pair work. Gave continuous feedback and assessment.

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Title		Day	Date	Class	Period
Unit 1: The Five Senses – Lesson 3					
Lesson	3				
Page(s)	14–16				

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- read and understand the story Goha's Great Meal.
- identify the main characters, setting, and events.
- use new vocabulary from the story correctly.
- answer comprehension questions.
- sequence story events correctly.
- discuss the moral of the story.
- express opinions about sharing and kindness.

2- Materials & Resources:

Student's Book	Worksheets	Flash Cards	Board
Digital Tools	Story Cards	Audio Track	

3- Strategies:

Discussion	Brainstorming	Storytelling	Cooperative Learning
Pair Work	Role Play	Discovery Learning	Question & Answer

4- Content:

a- New Vocabulary:

hungry – smell – soup – restaurant – owner – greedy – coins – jingling – clever – share – delicious – market – pocket

b- New Structure:

- *Goha was hungry.*
- *He smelled delicious soup.*
- *The owner was greedy.*
- *Goha shook the coins.*
- *The owner laughed.*
- *Good food tastes better when shared.*

Language Function:

Talking about story events. – Expressing opinions.
Discussing kindness and sharing.

5- Procedures:

a- Warm up & Revision:

- Greet the students.
- Review healthy habits.
- Ask: *Have you ever shared your food?* *Why is sharing important?* *What makes a good friend?*

b- Presentation:

- Introduce the story using the title and pictures.
- Teach the new vocabulary.
- Read the story aloud.
- Explain difficult words.
- Identify: Characters – Setting – Problem – Solution.
- Discuss the Think question: *Why does food taste better when it is shared?*

c- Practice:

Students will:

- Read the story in groups.
- Answer comprehension questions.
- Arrange the events in order.
- Match vocabulary with meanings.
- Complete sentences.
- Discuss the moral lesson.
- Perform a short role play between Goha and the restaurant owner.

d- Assessment:

Ask students to:

- Retell the story.
- Name the main characters.
- Describe the setting.
- Explain the moral lesson.
- Use new vocabulary in sentences.
- Participate in role play confidently.

6- Evaluation

The Lesson : Objectives achieved. – Students understood the story and its moral lesson.
The Students : Participated actively. – Answered comprehension questions correctly. Used the new vocabulary appropriately.
The Teacher : Used effective storytelling strategies. – Encouraged discussion and cooperation. Provided continuous feedback and assessment.

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Title		Day	Date	Class	Period
Unit 1: The Five Senses – Lesson 4					
Lesson	4				
Page(s)	17–20				

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- write simple sentences using the Present Simple.
- use sequence words correctly.
- describe healthy habits using appropriate vocabulary.
- write a short paragraph about a healthy daily routine.
- deliver a short presentation about healthy eating habits.
- use correct spelling, punctuation, and capitalization.

2- Materials & Resources:

Student's Book	Worksheets	Board	Flash Cards
Digital Tools	Pictures	Writing Cards	Others

3- Strategies:

Discussion	Brainstorming	Pair Work	Cooperative Learning
Discovery Learning	Guided Writing	Presentation	Question & Answer

4- Content:

a- New Vocabulary:

first – next – then – after that – finally – breakfast – lunch – dinner – healthy meal – exercise – vegetables – fruit – water – sleep

b- New Structure:

Present Simple

- *I eat healthy food every day.*
- *I drink plenty of water.*
- *I brush my teeth twice a day.*
- *I go to bed early.*
- *She exercises every morning.*

Sequence Words

First... – Next... – Then... – After that... – Finally...

Language Function:

Writing about daily routines. – Giving a short presentation. – Describing healthy habits.

5- Procedures:

a- Warm up & Revision:

- Greet the students.
- Review vocabulary from the previous lessons.
- Ask: *What do you do every morning? What healthy food do you eat? Why is exercise important?*

b- Presentation:

- Review the Present Simple.
- Explain sequence words using examples.
- Read the writing model with the students.
- Demonstrate how to organize ideas before writing.
- Model a short presentation about healthy habits.

c- Practice:

Students will:

- Arrange sentences using sequence words.
- Complete sentences with the correct verbs.
- Write a short paragraph about their daily routine.
- Describe healthy habits using the new vocabulary.
- Prepare and present a short talk about healthy eating.
- Exchange writing with a partner for peer checking.

d- Assessment:

Ask students to:

- Write five correct Present Simple sentences.
- Use sequence words correctly.
- Read their paragraph aloud.
- Deliver a short presentation confidently.
- Participate in classroom discussion.
- Complete the writing activity successfully.

6- Evaluation

The Lesson : Objectives achieved. – Students wrote meaningful sentences using the Present Simple.

The Students : Participated actively. – Used sequence words correctly. Completed writing and presentation tasks successfully.

The Teacher : Used appropriate teaching strategies. – Encouraged creativity and communication. Provided continuous guidance and constructive feedback.

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Title	Day	Date	Class	Period
Unit 1: The Five Senses – Session 5 (Revision & Assessment)				

Lesson	5
Page(s)	Unit 1 Revision & Assessment

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- revise all vocabulary of Unit 1.
- review the Present Simple affirmative.
- identify the five senses and their functions.
- talk about healthy habits and daily routines.
- answer reading and listening questions correctly.
- complete grammar and vocabulary activities.
- evaluate their learning through different assessment tasks.

2- Materials & Resources:

Student's Book	Worksheets	Flash Cards	Board
Digital Tools	Revision Cards	Assessment Sheet	

3- Strategies:

Brainstorming	Discussion	Cooperative Learning	Pair Work
Group Work	Question & Answer	Individual Assessment	Games

4- Content:

a- Revision Vocabulary:

taste – smell – see – hear – touch – healthy – habits – breakfast – exercise – vegetables – fruits – vitamins – water – sleep – hungry – soup – restaurant – owner – greedy – clever – share – market – coins

b- Revision Structure:

Present Simple (Affirmative)

- *I eat healthy food every day.*
- *She brushes her teeth.*
- *He drinks plenty of water.*
- *They play sports.*
- *We help others.*
- *Goha shares food.*

Language Function:

Talking about the five senses. – Talking about healthy habits. – Describing daily routines. – Retelling a story. – Expressing opinions politely.

5- Procedures:

a- Warm up & Revision:

- Greet the students.
- Review Unit 1 vocabulary using flashcards.
- Ask quick oral questions about the five senses, healthy habits and story events.
- Play a short revision game.

b- Presentation:

- Review the Present Simple.
- Review sequence words.
- Review the reading texts.
- Review the story *Goha's Great Meal.*
- Review the moral lesson of sharing and kindness.

c- Practice:

Students will:

- Complete vocabulary matching.
- Answer comprehension questions.
- Complete grammar exercises.
- Correct incorrect sentences.
- Arrange story events.
- Complete pair-work speaking activities.
- Describe healthy habits.
- Write simple Present Simple sentences.
- Participate in a short oral presentation.

d- Assessment:

Ask students to:

- Name the five senses.
- Match vocabulary with meanings.
- Complete grammar exercises correctly.
- Answer reading comprehension questions.
- Retell the story in sequence.
- Speak about their healthy habits.
- Complete the revision worksheet independently.

6- Evaluation

The Lesson	:	Unit objectives successfully revised. – Students demonstrated understanding of vocabulary, grammar, reading, speaking and writing skills.
The Students	:	Participated confidently. – Completed revision activities successfully. Showed improvement in communication and language accuracy.
The Teacher	:	Used a variety of revision and assessment strategies. – Provided immediate feedback and support. Identified students who need additional practice.

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Title	Day	Date	Class	Period
Unit 2: My Community – Lesson 1				

Lesson	Helping the Community
Page(s)	24 – 26

1- Learning objectives: *By the end of the lesson, students will be able to:*

- identify and use vocabulary related to helping the community. .....
- talk about ways people help their community. .....
- use the present simple (negative / question) to talk about daily actions. .....
- read and understand a short text about helping the community. .....
- listen and differentiate between /f/ and /v/ sounds in words. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (trash bin, bags, plants)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	

4- Content:

a- New vocabulary: *help, plant, feed, collect, volunteer, clean, park, community, neighbors, bottles, flowers, trees, clothes, dogs, garden.*

.....

b- New structure: *Present Simple (Negative / Question)*

Examples: *1- We clean the streets.*
(Negative) We don't litter the streets.
2- Do they plant flowers? Yes, they do. / No, they don't.

.....

5- Procedures:

a- warm up & revision:
- Greet the students and ask some questions about the community.
- Revise vocabulary from the previous unit through a quick game.

.....

b- Presentation:
- Present the new vocabulary using flash cards and realia.
- Present the structure (Negative / Question) with examples on the board.
- Play the audio and students listen, look and repeat.

.....

c- Practice:
- Students repeat the words and use them in sentences.
- Do exercises from the Student's book (ex. 3, 6, 7).
- Role play in pairs: talking about ways to help the community.

.....

d- assessment:
- Ask some students to read the sentences.
- Ask and answer questions about the lesson.
- Check understanding through quick oral questions.

.....

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....
The students: *Could the students understand and use the new vocabulary and structure?* .....
The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 2: My Community – Lesson 2				

Lesson	Our Community Problems and Solutions
Page(s)	27 – 29

1- Learning objectives: *By the end of the lesson, students will be able to:*

- identify and use vocabulary related to problems in the community and their solutions. .....
- talk about community problems and suggest solutions. .....
- use the present simple (negative / question) to talk about actions and solutions. .....
- read and understand a text about problems in the community and possible solutions. .....
- listen and differentiate between /f/ and /v/ sounds in words. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (trash bin, bag, poster)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	

4- Content:

a- New vocabulary: *solution, problem, trash bin, air pollution, traffic, noise, dirty, recycle, plant, save water, reduce, reuse, community, safe, environment.*

.....

b- New structure: *Present Simple (Negative / Question)*

Examples: *1- We don't throw trash on the ground.*
(Negative)
2- Do you recycle? Yes, I do. / No, I don't.
3- What do we do to reduce pollution? We plant more trees.

.....

5- Procedures:

a- warm up & revision:
- Greet the students and ask questions about their community.
- Revise vocabulary from the previous lesson through a quick game.

.....

b- Presentation:
- Present the new vocabulary with flash cards and realia.
- Present the structure (Negative / Question) with examples on the board.
- Play the audio and students listen, look and repeat.
- Discuss some common problems in the community and possible solutions.

.....

c- Practice:
- Students repeat the words and use them in sentences.
- Do exercises from the Student's book (ex. 1, 2, 3).
- Role play in pairs: talking about problems and solutions in the community.

.....

d- assessment:
- Ask some students to read the text.
- Ask and answer questions about the text.
- Quick oral questions using the new structure and vocabulary.

.....

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....
The students: *Could the students understand and use the new vocabulary and structure?* .....
The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 2: My Community – Lesson 3				

Lesson	Story Time
Page(s)	30 – 32

1- Learning objectives: *By the end of the lesson, students will be able to:*

- identify and use vocabulary related to helping others and community actions. .....
- understand and read a story about helping in the community. .....
- answer wh- questions about the story. .....
- use the present simple (negative / question) to talk about actions. .....
- listen and differentiate between /f/ and /v/ sounds in words. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (trash bin, bag, plants)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	

4- Content:

a- New vocabulary: *story, park, volunteer, garbage, bag, plant, tree, friendly, clean, together, help, community, proud.*

.....

b- New structure: *Present Simple (Negative / Question)*

Examples: *1- He doesn't litter in the park. (Negative)*

2- Do they help in the community? Yes, they do. / No, they don't.

3- What do they do to help their community? They clean the park.

.....

5- Procedures:

a- warm up & revision:

- Greet the students and ask some questions about the community.
- Revise vocabulary and the structure from the previous lessons through a quick game.

.....

b- Presentation:

- Present the new vocabulary using flash cards and realia.
- Present the **story**: read and act out (or play the audio).
- Ask comprehension (wh- questions) and write key answers on the board.
- Highlight the structure (Negative / Question) with examples.

.....

c- Practice:

- Students read the story silently and then in pairs.
- Answer questions in the Student's book (ex. 1, 2, 3).
- Do exercises on vocabulary and structure.
- Role play: act out part of the story in pairs.

.....

d- assessment:

- Ask some students to read the story.
- Ask and answer questions about the story.
- Quick oral questions using the new vocabulary and structure.

.....

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....

The students: *Could the students understand and use the new vocabulary and structure?* .....

The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 2: My Community – Lesson 4				

Lesson	**Writing & Language in Use**
Page(s)	**33 – 35**

1- Learning objectives: *By the end of the lesson, students will be able to:*

- write sentences about how they help their community.
- use the present simple (affirmative, negative, question) correctly.
- use sequence words (first, then, next, after that, finally).
- write a short paragraph about a community problem and its solution.
- listen and differentiate between /f/ and /v/ sounds in words.

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (trash bin, bag, poster)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	

4- Content:

a- New vocabulary: *community, problem, solution, help, clean, plant, recycle, trash, noise, dirty, park, street, volunteers, safe.*

b- New structure: *Present Simple (Affirmative / Negative / Question)*
Sequence words: first – then – next – after that – finally

Examples:
1- *We clean the park every Friday.* *(Affirmative)*
2- *He doesn't litter in the street.* *(Negative)*
3- *Do you help in the community?* *Yes, I do. / No, I don't.* *(Question)*
4- *First, we collect the trash. Then, we put it in the bin. Next, we recycle it. After that, we clean the park. Finally, we feel proud.*

5- Procedures:

a- warm up & revision:
- Greet the students and ask questions about how they help their community.
- Revise vocabulary and the present simple through a quick game.

b- Presentation:
- Present the new vocabulary using flash cards and realia.
- Review the present simple (Affirmative / Negative / Question) with examples.
- Present the sequence words with a short example on the board.
- Model how to write sentences about helping and a short paragraph about a problem and solution.

c- Practice:
- Students write sentences about how they help their community.
- Do exercises from the Student's book (ex. 1, 2, 3).
- Students write a short paragraph about a community problem and its solution using sequence words.
- Pair work: read and check each other's writing.

d- assessment:
- Ask some students to read their sentences and paragraphs.
- Ask and answer questions about the activities.
- Check understanding through quick oral questions.

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....
The students: *Could the students understand and use the new vocabulary and structure?* .....
The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 2: My Community – Session 5 (Revision & Assessment)				

Lesson	Revision & Assessment
Page(s)	36 – 37

1- Learning objectives: *By the end of the session, students will be able to:*

- revise and use the vocabulary from the unit correctly. .....
- use the present simple (affirmative, negative, question) accurately. .....
- use sequence words to order ideas. .....
- read and understand a short passage about the community. .....
- talk and write about problems and solutions in the community. .....
- listen and differentiate between /f/ and /v/ sounds in words. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (trash bin, bag, plants)	Others

3- Strategies:

Review	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	Games

4- Content:

a- Vocabulary: *help, plant, feed, collect, volunteer, clean, park, community, neighbors, bottles, flowers, trees, clothes, dogs, garden, solution, problem, recycle, noise, traffic, dirty, reduce, reuse, save water, environment.*

.....

b- Structure: *Present Simple (Affirmative / Negative / Question)*
Sequence words: first – then – next – after that – finally

Examples:
1- *We clean the park every Friday.* *(Affirmative)*
2- *He doesn't litter in the street.* *(Negative)*
3- *Do you help in the community?* *(Question)*
4- *First, we collect the trash. Then, we put it in the bin. Next, we recycle it. After that, we clean the park. Finally, we feel proud.*

.....

5- Procedures:

a- warm up & revision:
- Greet the students and ask general questions about the community.
- Quick review of vocabulary and structures through a game (e.g., Bingo / Quiz).

.....

b- Presentation:
- Review the present simple (Affirmative / Negative / Question) with examples.
- Review sequence words with an example and show a short paragraph.
- Read a short text from the Student's book and check understanding.
- Highlight key vocabulary from the unit.

.....

c- Practice:
- Do exercises from the Student's book (vocabulary – structure – reading – writing).
- Complete sentences using the correct form of the present simple.
- Put the events in the correct order using sequence words.
- Write a short paragraph about a problem in the community and its solution.
- Pair work: ask and answer questions about community actions.

.....

d- assessment:
- Ask some students to read their answers.
- Check exercises together and give feedback.
- Short oral questions to check understanding.

.....

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....
The students: *Could the students understand and use the new vocabulary and structure?* .....
The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 3: Animals in Our World – Lesson 1				

Lesson	Animals and Their Daily Habits
Page(s)	40 – 41

1- Learning objectives: *By the end of the lesson, students will be able to:*

- identify and use vocabulary about animals and their daily habits. .....
- talk about what animals do every day using the present simple. .....
- use comparative adjectives to compare animals. .....
- read and understand a short text about animals and their habits. .....
- listen and differentiate between /f/ and /v/ sounds in words. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (animal figures)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	Games

4- Content:

a- New vocabulary: *animal, giraffe, elephant, lion, monkey, bird, eat, sleep, drink, climb, run, swim, big, tall, fast, slow, strong, heavy, light, safe.*

.....

b- New structure: *Comparative Adjectives*

Form: *S + be (am / is / are) + comparative adjective than + noun.*

Examples:

1- *The giraffe is taller than the monkey.*
2- *The elephant is bigger than the lion.*
3- *The cheetah is faster than the turtle.*

.....

5- Procedures:

a- warm up & revision:

- Greet the students and ask general questions about animals.
- Revise vocabulary and the present simple from the previous lessons through a quick game.

.....

b- Presentation:

- Present the new vocabulary using flash cards and realia.
- Present animals and their daily habits using the present simple.
- Introduce comparative adjectives with examples on the board.
- Play the audio and students listen, look and repeat.

.....

c- Practice:

- Students repeat the words and use them in sentences.
- Do exercises from the Student's book (ex. 1, 2, 3).
- Pair work: compare two animals using comparative adjectives.
- Role play: talking about animals and their habits.

.....

d- assessment:

- Ask some students to read the text.
- Ask and answer questions about the text.
- Quick oral questions using the new vocabulary and structure.

.....

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....
The students: *Could the students understand and use the new vocabulary and structure?* .....
The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 3: Animals in Our World – Lesson 2				

Lesson	Animals and Their Characteristics
Page(s)	42 – 43

1- Learning objectives: *By the end of the lesson, students will be able to:*

- identify and use vocabulary about animals and their characteristics. .....
- talk about animals and describe them using the present simple. .....
- use comparative adjectives to compare animals correctly. .....
- read and understand a short text about animals. .....
- listen and differentiate between /f/ and /v/ sounds in words. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (animal figures)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	Games

4- Content:

a- New vocabulary: *tiger, cheetah, turtle, parrot, feather, fur, wings, tail, beak, paws, claws, patterns, fast, slow, strong, dangerous, friendly.*

.....

b- New structure: *Comparative Adjectives*

Form: *S + be (am / is / are) + comparative adjective than + noun.*

Examples:

1- *The tiger is stronger than the cheetah.*
2- *The parrot is more colorful than the turtle.*
3- *The turtle is slower than the cheetah.*

.....

5- Procedures:

a- warm up & revision:

- Greet the students and ask some questions about animals.
- Revise vocabulary and the present simple from the previous lesson through a quick game.

.....

b- Presentation:

- Present the new vocabulary using flash cards and realia.
- Present animals and their characteristics using the present simple.
- Introduce comparative adjectives with clear examples on the board.
- Play the audio and students listen, look and repeat.

.....

c- Practice:

- Students repeat the words and use them in sentences.
- Do exercises from the Student's book (ex. 1, 2, 3).
- Pair work: compare two animals using comparative adjectives.
- Role play: talking about animals and their characteristics.

.....

d- assessment:

- Ask some students to read the text.
- Ask and answer questions about the text.
- Quick oral questions using the new vocabulary and structure.

.....

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....

The students: *Could the students understand and use the new vocabulary and structure?* .....

The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 3: Animals in Our World – Lesson 3				

Lesson	Story Time
Page(s)	44 – 45

1- Learning objectives: *By the end of the lesson, students will be able to:*

- read and understand a short story about animals.
- identify and use vocabulary about animals and their actions.
- use the present simple to talk about animals.
- use comparative adjectives to compare animals.
- listen and differentiate between /f/ and /v/ sounds in words.

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (animal figures)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	Games

4- Content:

a- New vocabulary: *zoo, keeper, feed, cage, escape, strong, friendly, awake, sleep, hunt, protect, safe, wild, baby, parent, careful, smart.*

b- New structure: *Comparative Adjectives*

Form: *S + be (am / is / are) + comparative adjective than + noun.*

Examples:

1- *The lion is stronger than the wolf.*
2- *The dolphin is more intelligent than the seal.*
3- *The cheetah is faster than the horse.*

5- Procedures:

a- warm up & revision:

- Greet the students and ask questions about animals.
- Revise vocabulary and the present simple from the previous lessons through a quick game.

b- Presentation:

- Present the new vocabulary using flash cards and realia.
- Present the story. Read it aloud while students listen.
- Read the story again and ask students to follow in their books.
- Ask comprehension questions about the story.
- Highlight the comparative adjectives with examples on the board.

c- Practice:

- Students answer questions about the story.
- Do exercises from the Student's book (ex. 1, 2, 3).
- Pair work: write sentences using comparative adjectives.
- Role play: act out parts of the story.

d- assessment:

- Ask some students to read the story.
- Ask and answer questions about the story.
- Quick oral questions using the new vocabulary and structure.

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?*

The students: *Could the students understand and use the new vocabulary and structure?*

The teacher: *Did I use various strategies and resources effectively?*

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Title	Day	Date	Class	Period
Unit 3: Animals in Our World – Lesson 4				

Lesson	Writing & Language in Use
Page(s)	46 – 47

1- Learning objectives: *By the end of the lesson, students will be able to:*

- use comparative adjectives correctly to compare animals. .....
- write sentences about animals using the present simple and comparative adjectives. .....
- write a short paragraph about an animal. .....
- organize ideas in a paragraph with a clear topic sentence and supporting details. .....
- listen and differentiate between /f/ and /v/ sounds in words. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (animal figures)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	Games

4- Content:

a- New vocabulary: *mammal, reptile, insect, amphibian, wing, feather, scale, grass, leaf, nocturnal, strong, weak, protect, survive, environment.*

.....

b- New structure: *Comparative Adjectives*

Form: *S + be (am / is / are) + comparative adjective than + noun.*

Examples:

1- The eagle has stronger wings than the pigeon.

2- The crocodile is more dangerous than the lizard.

3- The butterfly is more colorful than the ant.

.....

5- Procedures:

a- warm up & revision:

- Greet the students and ask some questions about animals.
- Revise vocabulary and the present simple and comparative adjectives through a quick game.

.....

b- Presentation:

- Present the new vocabulary using flash cards and realia.
- Review the structure of comparative adjectives with examples.
- Explain how to write a sentence using (S + be + comparative adjective + than + noun).
- Model writing sentences and a short paragraph about an animal.

.....

c- Practice:

- Students write sentences comparing two animals.
- Do exercises from the Student's book (ex. 1, 2, 3).
- Write a short paragraph (4–5 sentences) about a favorite animal.
- Peer review: exchange and check each other's paragraphs.

.....

d- assessment:

- Ask some students to read their sentences and paragraphs.
- Ask and answer questions about the paragraph.
- Quick oral questions using the new vocabulary and structure.

.....

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....

The students: *Could the students understand and use the new vocabulary and structure?* .....

The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 3: Animals in Our World – Session 5 (Revision & Assessment)				

Lesson	**Revision & Assessment**
Page(s)	**48 – 49**

1- Learning objectives: *By the end of the session, students will be able to:*

- revise and use vocabulary about animals, their habits and characteristics. .....
- use the present simple and comparative adjectives correctly. .....
- read and understand a short text about animals. .....
- complete sentences and answer questions about the unit. .....
- work in groups and communicate ideas clearly. .....
- listen and differentiate between /f/ and /v/ sounds in words. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (animal figures)	Others

3- Strategies:

Review	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Games	Project based learning	Think – Pair – Share	Assessment for learning

4- Content:

a- Vocabulary: *animal, giraffe, elephant, lion, monkey, bird, reptile, insect, feed, cage, escape, strong, fast, slow, tall, big, small, dangerous, friendly, protect, environment.*

.....

b- Structure: *Comparative Adjectives*

Form: *S + be (am / is / are) + comparative adjective than + noun.*

Examples:

1- The giraffe is taller than the monkey.

2- The lion is stronger than the wolf.

3- The cheetah is faster than the horse.

.....

5- Procedures:

a- warm up & revision:

- Greet the students and do a quick revision of vocabulary and the present simple.
- Play a quick game (True or False / Who am I?) about animals.

.....

b- Presentation:

- Review comparative adjectives with examples on the board.
- Go through key vocabulary using flash cards.
- Read a short text about animals together and answer comprehension questions.
- Listen to sentences and choose the correct word (focus on /f/ and /v/ sounds).

.....

c- Practice:

- Do exercises from the Student's book (ex. 1, 2, 3, 4).
- Complete sentences using the correct form of comparative adjectives.
- Read the text again and answer the questions.
- Pair work: ask and answer questions about animals.
- Group work: discuss and role-play about your favorite animal.

.....

d- assessment:

- Short written quiz (vocabulary, grammar, reading).
- Ask and answer questions orally.
- Observe students' participation and correct language.
- Give feedback and praise.

.....

6- Evaluation

The session: *Was the session clear and well sequenced?* .....

The students: *Could the students review and use the vocabulary and structure?* .....

The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 4: Caring for Nature – Lesson 1				

Lesson	Lesson 1
Page(s)	Unit 4 – Lesson 1 (Student's Book)

1- Learning Objectives:

By the end of the lesson, students will be able to:

- identify vocabulary related to caring for nature and the environment. .....
- talk about natural resources and explain why they are important. .....
- ask and answer questions about protecting nature. .....
- read and understand the lesson text confidently. .....
- use the new vocabulary correctly in speaking and writing. .....

2- Materials & Resources:

Digital tools	Storybooks	Flash Cards
Student's Book	Board	Picture Cards
Worksheets	Audio Track	Word Cards
Teacher's Guide	Multimedia	Real Objects

3- Strategies:

Lecture	Study Circle	Co-operative Learning
Discussion	Problem Solving	Team Teaching
Individual Work	Brainstorming	Role Playing
Pair Work	Discovery	Peer Learning
Group Work	Think–Pair–Share	Active Learning

4- Content:

a- New Vocabulary:

• natural resources	• soil	• minerals	• sunlight	• water
• wind	• fossil fuel	• fertile	• electricity	• cotton

b- New Structure:

Talking about natural resources and their importance

- Water is a natural resource.
- Plants need sunlight to grow.
- Wind can produce electricity.
- Fertile soil helps farmers grow crops.
- We should protect our natural resources.

5- Procedures:

a- Warm-up & Revision:	• Greet the pupils.
	• Review vocabulary from the previous unit.
	• Show pictures of water, sunlight, wind, and soil.
	• Ask:
	  – What natural resources do you know?
	  – Why are they important?

b- Presentation:	• Introduce the lesson "The Gifts of Nature." • Present the new vocabulary using flashcards and pictures. • Read the lesson text aloud. • Explain the meanings of the new words. • Discuss the importance of natural resources in everyday life. • Encourage pupils to answer in complete sentences.

c- Practice:	• Match vocabulary with pictures.
	• Complete missing words.
	• Read the passage in pairs.
	• Answer comprehension questions.
	• Pair work:
	  – Which natural resource do you use every day?
	  – How can we protect nature?
	• Complete Workbook activities.

d- Assessment:	Students should be able to: • identify the new vocabulary correctly. • explain the importance of natural resources. • answer comprehension questions accurately. • use the target vocabulary in complete sentences. • participate confidently in pair and group activities.

6- Evaluation:

The lesson:	The lesson objectives were achieved successfully through reading, vocabulary activities, discussion, and communicative practice.
The students:	Most students correctly identified the new vocabulary, understood the reading passage, and explained the importance of natural resources using simple English sentences.
The teacher:	Continue reinforcing environmental vocabulary through classroom discussions, encourage students to speak in complete sentences, and provide additional practice for learners who need more support.

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Title	Day	Date	Class	Period
Unit 4: Caring for Nature – Lesson 2				

Lesson	Lesson 2
Page(s)	Unit 4 – Lesson 2 (Student's Book)

1- Learning Objectives:

By the end of the lesson, students will be able to:

- identify vocabulary related to protecting the environment. .....
- use must and mustn't correctly to give advice and rules. .....
- ask and answer questions about protecting natural resources. .....
- read and understand the lesson text confidently. .....
- express ideas about caring for nature using complete sentences. .....

2- Materials & Resources:

Digital tools	Storybooks	Flash Cards
Student's Book	Board	Picture Cards
Worksheets	Audio Track	Word Cards
Teacher's Guide	Multimedia	Real Objects

3- Strategies:

Lecture	Study Circle	Co-operative Learning
Discussion	Problem Solving	Team Teaching
Individual Work	Brainstorming	Role Playing
Pair Work	Discovery	Peer Learning
Group Work	Think–Pair–Share	Active Learning

4- Content:

a- New Vocabulary:

• recycle	• reduce	• reuse	• rubbish	• pollution
• plastic	• paper	• glass	• environment	• waste

b- New Structure:

Using must and mustn't

- We must save water.
- We must recycle paper and plastic.
- We must protect the environment.
- We mustn't throw rubbish in the street.
- We mustn't waste electricity.

5- Procedures:

a- Warm-up & Revision:	• Greet the pupils.
	• Review Lesson 1 vocabulary.
	• Show pictures of clean and polluted places.
	• Ask:
	  – How can we protect nature?
	  – Why should we recycle?

b- Presentation:	• Introduce the lesson topic using environmental pictures. • Present the new vocabulary with flashcards. • Explain the use of must and mustn't through classroom situations. • Read the lesson text aloud. • Explain difficult vocabulary and expressions. • Encourage pupils to give examples using the target structure.

c- Practice:	• Match vocabulary with pictures.
	• Complete sentences using must or mustn't.
	• Read the passage in pairs.
	• Answer comprehension questions.
	• Pair work:
	  – What must we do to protect nature?
	  – What mustn't we do in the environment?
	• Complete Workbook activities.

d- Assessment:	Students should be able to: • identify the new vocabulary correctly. • use must and mustn't accurately. • answer comprehension questions. • describe ways to protect the environment. • participate confidently in pair and group activities.

6- Evaluation:

The lesson:	The lesson objectives were achieved successfully through reading, grammar practice, vocabulary activities, and classroom discussion.
The students:	Most students correctly used must and mustn't, understood the reading passage, and confidently discussed ways to protect the environment.
The teacher:	Continue reinforcing environmental vocabulary through communicative activities, encourage pupils to use complete English sentences, and provide additional guided practice for students who need further support.

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Title	Day	Date	Class	Period
Unit 4: Caring for Nature – Lesson 3				

Lesson	Lesson 3
Page(s)	Unit 4 – Lesson 3 (Student's Book)

1- Learning Objectives:

By the end of the lesson, students will be able to:

- identify vocabulary related to protecting nature and conserving natural resources. .....
- read and understand the lesson text fluently. .....
- identify the main idea and supporting details in a reading passage. .....
- use the target vocabulary correctly in speaking and writing. .....
- discuss simple ways to protect the environment. .....

2- Materials & Resources:

Digital tools	Storybooks	Flash Cards
Student's Book	Board	Picture Cards
Worksheets	Audio Track	Vocabulary Cards
Teacher's Guide	Multimedia	Real Objects

3- Strategies:

Lecture	Study Circle	Co-operative Learning
Discussion	Problem Solving	Team Teaching
Individual Work	Brainstorming	Role Playing
Pair Work	Discovery	Peer Learning
Group Work	Think–Pair–Share	Active Learning

4- Content:

a- New Vocabulary:

• wildlife	• forest	• habitat	• endangered	• pollution
• recycle	• conserve	• protect	• ecosystem	• biodiversity

b- New Structure:

Giving Advice about Protecting Nature

- We should protect wildlife.
- We should plant more trees.
- People should recycle plastic and paper.
- We shouldn't pollute rivers.
- Everyone should help protect the environment.

5- Procedures:

a- Warm-up & Revision:	• Greet the pupils.
	• Review Lesson 2 vocabulary.
	• Ask:
	  – Why should we protect nature?
	  – How can we reduce pollution?
	• Review the use of must and mustn't.

b- Presentation:	• Introduce the lesson using pictures of forests and wildlife. • Present the new vocabulary with flashcards. • Read the lesson text aloud. • Explain the meanings of unfamiliar words. • Discuss ways to conserve nature. • Encourage pupils to answer using complete English sentences.

c- Practice:	• Match vocabulary with meanings.
	• Complete missing words.
	• Read the passage in pairs.
	• Answer comprehension questions.
	• Pair work:
	  – How can we protect forests?
	  – Why is recycling important?
	• Complete Workbook activities.

d- Assessment:	Students should be able to: • identify the new vocabulary correctly. • answer comprehension questions accurately. • explain simple ways to protect nature. • use the target vocabulary in complete sentences. • participate actively in pair and group activities.

6- Evaluation:

The lesson:	The lesson objectives were achieved successfully through reading, vocabulary activities, discussion, and cooperative learning.
The students:	Most students understood the reading passage, correctly used the new vocabulary, and confidently discussed ways to protect nature and conserve natural resources.
The teacher:	Continue reinforcing environmental vocabulary through communicative activities, encourage pupils to express their ideas in complete English sentences, and provide additional guided practice for students who need more support.

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Title	Day	Date	Class	Period
Unit 4: Caring for Nature – Lesson 4				

Lesson	Lesson 4
Page(s)	Unit 4 – Lesson 4 (Student's Book)

1- Learning Objectives:

By the end of the lesson, students will be able to:

- identify and use vocabulary related to protecting the environment and natural resources. .....
- read and understand the lesson text fluently. .....
- identify the main idea and supporting details in the reading passage. .....
- use environmental vocabulary correctly in speaking and writing. .....
- express simple opinions about caring for nature. .....

2- Materials & Resources:

Digital tools	Storybooks	Flash Cards
Student's Book	Board	Picture Cards
Worksheets	Audio Track	Vocabulary Cards
Teacher's Guide	Multimedia	Real Objects

3- Strategies:

Lecture	Study Circle	Co-operative Learning
Discussion	Problem Solving	Team Teaching
Individual Work	Brainstorming	Role Playing
Pair Work	Discovery	Peer Learning
Group Work	Think–Pair–Share	Active Learning

4- Content:

a- New Vocabulary:

• recycle bin	• renewable energy	• solar energy	• wind energy	• save
• clean	• green	• conserve	• pollution	• future

b- New Structure:

Expressing Responsibility

- We should save water every day.
- We should recycle paper and plastic.
- We should keep our school clean.
- We shouldn't waste natural resources.
- Everyone can help protect our planet.

5- Procedures:

a- Warm-up & Revision:	• Greet the pupils.
	• Review Lesson 3 vocabulary.
	• Ask:
	  – How can we keep our environment clean?
	  – Why should we save water and electricity?
	• Revise environmental vocabulary through oral questions.

b- Presentation:	• Introduce the lesson using pictures of clean and polluted environments. • Present the new vocabulary with flashcards. • Read the lesson text aloud. • Explain the meanings of new words. • Discuss renewable energy and protecting natural resources. • Encourage pupils to answer in complete English sentences.

c- Practice:	• Match vocabulary with meanings.
	• Complete missing words.
	• Read the passage in pairs.
	• Answer comprehension questions.
	• Pair work:
	  – How can we save energy?
	  – What can we recycle at home?
	• Complete Workbook activities.

d- Assessment:	Students should be able to: • identify the lesson vocabulary correctly. • answer comprehension questions accurately. • describe ways to protect the environment. • use the target vocabulary in complete sentences. • participate actively in classroom discussions.

6- Evaluation:

The lesson:	The lesson objectives were successfully achieved through reading, vocabulary practice, pair work, and classroom discussion.
The students:	Most students understood the reading passage, correctly used the environmental vocabulary, and confidently expressed ideas about protecting nature.
The teacher:	Continue encouraging pupils to communicate in English, reinforce environmental vocabulary through interactive activities, and provide additional guided practice for learners who need more support.

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Title	Day	Date	Class	Period
Unit 4: Caring for Nature – Session 5 (Revision & Assessment)				

Lesson	Session 5 (Revision & Assessment)
Page(s)	Unit 4 – Revision & Assessment (Student's Book)

1 Learning Objectives:

By the end of the lesson, students will be able to:

- revise all vocabulary in Unit 4 confidently.
- review the grammar points of the unit accurately.
- answer reading comprehension questions correctly.
- talk about protecting the environment using complete English sentences.
- complete revision and assessment activities independently.

2 Materials & Resources:

Digital tools	Storybooks	Flash Cards
Student's Book	Board	Vocabulary Cards
Worksheets	Audio Track	Assessment Sheets
Teacher's Guide	Multimedia	Picture Cards

3 Strategies:

• Lecture	• Study Circle	• Co-operative Learning
• Discussion	• Problem Solving	• Team Teaching
• Individual Work	• Brainstorming	• Role Playing
• Pair Work	• Discovery	• Peer Learning
• Group Work	• Think–Pair–Share	• Active Learning

4 Content:

a- Revision Vocabulary:

- natural resources
- soil
- minerals
- sunlight
- wind
- recycle
- reduce
- reuse
- pollution
- environment
- wildlife
- forest
- habitat
- renewable energy
- solar energy
- wind energy
- conserve
- protect
- future

b- Revision Structure:

Grammar Review 1: Must / Mustn't

- We must save water.
- We must recycle paper.
- We mustn't waste electricity.
- We mustn't throw rubbish in the street.

Grammar Review 2: Should / Shouldn't

- We should protect wildlife.
- We should plant more trees.
- We shouldn't pollute rivers.
- Everyone should help protect nature.

5 Procedures:

a- Warm-up & Revision:	• Greet the pupils. • Review Unit 4 vocabulary using flashcards. • Revise grammar through oral questions. • Ask pupils to describe ways to protect the environment.	
b- Presentation:	• Review the reading passages from Unit 4. • Revise vocabulary using the board and vocabulary cards. • Review the grammar points with examples. • Discuss environmental protection and natural resources. • Correct common mistakes together.	
c- Practice:	• Match vocabulary with meanings. • Complete missing words. • Choose the correct answer. • Complete sentences using must / mustn't and should / shouldn't.	• Answer reading comprehension questions. • Pair work and group discussion. • Complete Workbook revision activities.
d- Assessment:	Students should be able to: • identify Unit 4 vocabulary correctly. • use must / mustn't accurately. • use should / shouldn't correctly.	• answer comprehension questions confidently. • describe ways to protect the environment using complete sentences. • complete the revision worksheet independently.

6 Evaluation:

The lesson:	The revision lesson successfully reinforced Unit 4 vocabulary, grammar, reading, speaking, and writing skills. The lesson objectives were achieved through a variety of interactive revision activities.
The students:	Most students confidently recalled the unit vocabulary, correctly applied the grammar rules, and actively participated in the assessment activities with minimal support.
The teacher:	Continue providing additional practice for pupils who need reinforcement, encourage students to communicate in English during classroom activities, and prepare them for the next unit through continuous revision.

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Title	Day	Date	Class	Period
Unit 5: Our World – Lesson 1				

Lesson	**Lesson 1**
Page(s)	**72 – 73**

1- Learning objectives: *By the end of the lesson, students will be able to:*

- understand and use vocabulary related to the environment and our world. .....
- use the present simple to talk about facts and actions. .....
- read and understand a short text about our world. .....
- answer questions about the text. .....
- listen and differentiate between /f/ and /v/ sounds in words. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (maps, photos)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	Games

4- Content:

a- New vocabulary: *planet, earth, environment, clean, dirty, recycle, protect, tree, air, water, animal, plant, reduce, reuse, important, save.*

b- New structure: *Present Simple*

Form: *S + base form (V_1) + ...*

Examples:
1- *We protect our environment.*
2- *Trees give us clean air.*
3- *People recycle paper and plastic.*

5- Procedures:

a- warm up & revision:
- Greet the students and ask some questions about the environment.
- Revise vocabulary and the present simple from previous lessons through a quick game.

b- Presentation:
- Present the new vocabulary using flash cards and realia (pictures, objects).
- Teach the meaning and pronunciation, then model the words.
- Use the pictures to present sentences using the present simple.
- Read the text about our world aloud while students listen.
- Ask comprehension questions about the text.

c- Practice:
- Students repeat the new words and use them in sentences.
- Do exercises from the Student's book (ex. 1, 2, 3).
- Complete sentences with the correct words from the box.
- Pair work: ask and answer about the environment.

d- assessment:
- Ask students to read the text.
- Ask and answer questions about the text.
- Quick oral questions using the new vocabulary and structure.

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....

The students: *Could the students understand and use the new vocabulary and structure?* .....

The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 5: Our World – Lesson 2				

Lesson	**Lesson 2**
Page(s)	**74 – 75**

1- Learning objectives: *By the end of the lesson, students will be able to:*

- understand and use vocabulary related to nature and weather. .....
- use the present simple to describe our world and nature. .....
- read and understand a short text about natural places and weather. .....
- answer questions about the text. .....
- listen and differentiate between /f/ and /v/ sounds in words. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (maps, photos)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	Games

4- Content:

a- New vocabulary: *mountain, river, lake, forest, desert, windy, rainy, sunny, cloudy, snowy, stormy, hot, cold, beautiful, season, weather.*

b- New structure: *Present Simple*

Form: *S + base form (V_1) + ...*

Examples:

1- *The sun gives us light and heat.*
2- *It rains in winter.*
3- *The Nile River flows through Egypt.*

5- Procedures:

a- warm up & revision:

- Greet the students and ask some questions about nature and weather.
- Revise vocabulary and the present simple from previous lessons through a quick game.

b- Presentation:

- Present the new vocabulary using flash cards and realia (pictures, objects).
- Teach the meaning and pronunciation, then model the words.
- Use the pictures to present sentences using the present simple.
- Read the text about natural places and weather aloud while students listen.
- Ask comprehension questions about the text.

c- Practice:

- Students repeat the new words and use them in sentences.
- Do exercises from the Student's book (ex. 1, 2, 3).
- Complete sentences with the correct words from the box.
- Pair work: ask and answer about the weather in different seasons.

d- assessment:

- Ask students to read the text.
- Ask and answer questions about the text.
- Quick oral questions using the new vocabulary and structure.

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....

The students: *Could the students understand and use the new vocabulary and structure?* .....

The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 5: Our World – Lesson 3				

Lesson	**Story Time**
Page(s)	**76 – 77**

1- Learning objectives: *By the end of the lesson, students will be able to:*

- understand and use vocabulary related to a story about our world. .....
- read and understand a story and order the events. .....
- answer questions about the story. .....
- use the present simple to talk about facts and actions in the story. .....
- listen and differentiate between /f/ and /v/ sounds in words. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (maps, photos)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	Games

4- Content:

a- New vocabulary: *save, environment, plant, tree, animal, river, lake, clean, dirty, protect, recycle, reduce, reuse, city, important, happy.*

b- New structure: *Present Simple*

Form: *S + base form (V_1) + ...*

Examples:

1- *We should protect our environment.*
2- *Trees give us many things.*
3- *People reuse old things to save the Earth.*

5- Procedures:

a- warm up & revision:

- Greet the students and ask some questions about our world and nature.
- Revise vocabulary and the present simple from previous lessons through a quick game.

b- Presentation:

- Present the new vocabulary using flash cards and realia (pictures, objects).
- Teach the meaning and pronunciation, then model the words.
- Read the story title and ask students to guess what it is about.
- Read the story aloud while students listen.
- Check understanding of the story.

c- Practice:

- Read the story again and put the events in the correct order.
- Answer the questions from the Student's book (ex. 1, 2, 3).
- Do exercises from the Student's book.
- Pair work: talk about what we do to protect the environment.

d- assessment:

- Ask students to retell the story in their own words.
- Ask and answer questions about the story.
- Quick oral questions using the new vocabulary and structure.

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....

The students: *Could the students understand and use the new vocabulary and structure?* .....

The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 5: Our World – Lesson 4				

Lesson	**Writing & Language in Use**
Page(s)	**78 – 79**

1- Learning objectives: *By the end of the lesson, students will be able to:*

- write sentences and short paragraphs about our world. .....
- use the present simple correctly in writing. .....
- complete sentences and short texts using the correct words. .....
- read and understand a short writing text. .....
- listen and differentiate between /f/ and /v/ sounds in words. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (maps, photos)	Others

3- Strategies:

Lecture	Study circle	Co–operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	Games

4- Content:

a- New vocabulary: *environment, nature, protect, recycle, reduce, reuse, pollution, clean, plant, tree, river, animal, city, important, save, beautiful, healthy.*

b- New structure: *Present Simple*

Form: *S + base form (V_1) + ...*

Examples:

1- We should keep our city clean.

2- People save water.

3- We plant trees to make our world better.

5- Procedures:

a- warm up & revision:

- Greet the students and ask some questions about our world.
- Revise vocabulary and the present simple from previous lessons through a quick game.

b- Presentation:

- Present the new vocabulary using flash cards and realia (pictures, objects).
- Teach the meaning and pronunciation, then model the words.
- Write useful sentences on the board using the present simple.
- Read the writing text and explain it.
- Show how to write sentences and short paragraphs about our world.

c- Practice:

- Students complete exercises from the Student's book (ex. 1, 2, 3).
- Write sentences using the present simple and the given words.
- Write a short paragraph about how we can protect our world.
- Pair work: read and check each other's writing.

d- assessment:

- Check students' exercises and writing.
- Ask and answer questions about the writing text.
- Quick oral questions using the new vocabulary and structure.

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....

The students: *Could the students understand and use the new vocabulary and structure?* .....

The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 5: Our World – Session 5 (Revision & Assessment)				

Lesson	**Session 5 (Revision & Assessment)**
Page(s)	**80 – 81**

1- Learning objectives: *By the end of the session, students will be able to:*

- review and use the new vocabulary of the unit. .....
- use the present simple correctly in speaking and writing. .....
- read and understand a short revision text. .....
- listen and choose the correct answer. .....
- write sentences and short paragraphs about our world. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (maps, photos)	Others

3- Strategies:

Lecture	Study circle	Co–operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	Games

4- Content:

a- Revision (Vocabulary): *planet, earth, environment, nature, weather, clean, dirty, recycle, protect, reduce, reuse, water, plant, tree, animal, city, important, save, beautiful, healthy.*

b- Revision (Structure): *Present Simple*

Form: *S + base form (V_1) + ...*

Examples:

1- *We should take care of our environment.*
2- *People recycle paper and plastic.*
3- *Trees give us oxygen.*

5- Procedures:

a- warm up & revision:
- Greet the students and ask some questions about our world and nature.
- Revise the vocabulary and present simple from the previous lessons through a quick game.

b- Presentation (Revision):
- Write key vocabulary on the board and revise the meanings and pronunciation.
- Review the present simple with examples.
- Read the revision text and explain difficult words.

c- Practice:
- Do the exercises from the Student's book (ex. 1, 2, 3, 4).
- Complete sentences and choose the correct words.
- Write sentences and a short paragraph about our world.
- Pair work: ask and answer questions about the environment.

d- assessment:
- Check students' answers and correct mistakes.
- Ask and answer questions orally.
- Give feedback and encouraging comments.

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....
The students: *Could the students understand and use the new vocabulary and structure?* .....
The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 6: Our Adventures – Lesson 1				

Lesson	Lesson 1
Page(s)	82 – 83

1- Learning objectives: *By the end of the lesson, students will be able to:*

- understand and use vocabulary related to travel and adventure. .....
- use the present simple to talk about actions and routines. .....
- read and understand a short text about a trip or adventure. .....
- answer questions about the text. .....
- listen and differentiate between /f/ and /v/ sounds in words. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (maps, photos)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	Games

4- Content:

a- New vocabulary: *adventure, trip, journey, travel, visit, explore, mountain, beach, camp, hotel, exciting, wonderful, souvenir.*

b- New structure: *Present Simple*

Form: *S + base form (V_1) + ...*

Examples:
1- We visit interesting places.
2- He travels with his family.
3- They explore new places every year.

5- Procedures:

a- warm up & revision:
- Greet the students and ask some questions about trips and places.
- Revise vocabulary and the present simple from previous lessons through a quick game.

b- Presentation:
- Present the new vocabulary using flash cards and realia (pictures, objects).
- Teach the meaning and pronunciation, then model the words.
- Use the pictures to present sentences using the present simple.
- Read the short text aloud while students listen.
- Ask comprehension questions about the text.

c- Practice:
- Students repeat the new words and use them in sentences.
- Do exercises from the Student's book (ex. 1, 2, 3).
- Complete sentences with the correct words from the box.
- Pair work: ask and answer about places they would like to visit.

d- assessment:
- Ask students to read the text.
- Ask and answer questions about the text.
- Quick oral questions using the new vocabulary and structure.

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....
The students: *Could the students understand and use the new vocabulary and structure?* .....
The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 6: Our Adventures – Lesson 2				

Lesson	**Lesson 2**
Page(s)	**84 – 85**

1- Learning objectives: *By the end of the lesson, students will be able to:*

- understand and use vocabulary related to means of transport and travel. .....
- use the present simple to talk about actions and habits. .....
- read and understand a short text about a journey or adventure. .....
- answer questions about the text. .....
- listen and differentiate between /f/ and /v/ sounds in words. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (maps, photos)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	Games

4- Content:

a- New vocabulary: *train, plane, bus, boat, car, bike, subway, station, ticket, sail, ride, drive, arrive, depart, fast, comfortable, safe.*

b- New structure: *Present Simple*

Form: *S + base form (V_1) + ...*

Examples:
1- *I take the train to school every day.*
2- *We arrive at the station at eight o'clock.*
3- *She drives her car to work.*

5- Procedures:

a- warm up & revision:
- Greet the students and ask some questions about travel and transport.
- Revise vocabulary and the present simple from previous lessons through a quick game.

b- Presentation:
- Present the new vocabulary using flash cards and realia (pictures, objects).
- Teach the meaning and pronunciation, then model the words.
- Use the pictures to present sentences using the present simple.
- Read the short text aloud while students listen.
- Ask comprehension questions about the text.

c- Practice:
- Students repeat the new words and use them in sentences.
- Do exercises from the Student's book (ex. 1, 2, 3).
- Complete sentences with the correct words.
- Pair work: talk about how students travel to school or on trips.

d- assessment:
- Ask students to read the text.
- Ask and answer questions about the text.
- Quick oral questions using the new vocabulary and structure.

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....
The students: *Could the students understand and use the new vocabulary and structure?* .....
The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 6: Our Adventures – Lesson 3				

Lesson	**Story Time**
Page(s)	**86 – 87**

1- Learning objectives: *By the end of the lesson, students will be able to:*

- read and understand the story. .....
- identify the main events and characters. .....
- use new vocabulary in meaningful sentences. .....
- answer comprehension questions. .....
- talk about adventures using simple English. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Markers	Realia (maps, photos)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	Games

4- Content:

a- New vocabulary: *adventure, journey, campsite, backpack, map, river, mountain, explore, cross, climb, exciting, careful*

b- New structure: *Present Simple*

Form: *S + base form (V_1) + ...*

Examples:
1- *We explore new places.*
2- *They climb the mountain.*
3- *We are careful on our journey.*

5- Procedures:

a- warm up & revision:
- Greet the students and ask them about adventures they like.
- Review vocabulary and the present simple from previous lessons.

b- Presentation:
- Read the story aloud (or ask students to read in turns).
- Explain new vocabulary using pictures and examples.
- Ask comprehension questions about the story.
- Check students' understanding and discuss the main events.

c- Practice:
- Answer comprehension questions in pairs or groups.
- Discuss and make sentences with new vocabulary.
- Role play a part of the story or make up a new adventure.

d- assessment:
- Ask students to answer questions about the story.
- Ask for sentences using new words.
- Quick oral questions about the story and vocabulary.

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....
The students: *Could the students understand and use the new vocabulary and structure?* .....
The teacher: *Did I use various strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 6: Our Adventures – Lesson 4				

Lesson	**Writing & Language in Use**
Page(s)	**88 – 89**

1- Learning objectives: *By the end of the lesson, students will be able to:*

- write sentences and a short paragraph about adventures. .....
- use the Present Simple correctly in writing. .....
- use sequencing words (First, Then, Next, Finally). .....
- apply the new vocabulary in meaningful writing. .....
- review the language of the unit. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Workbook	Realia (maps, photos)	Others

3- Strategies:

Lecture	Study circle	Co-operative	Discussion
Problem solving	Team Teaching	Brain storming	Role playing
Pair work	Inductive	Peer learning	Work groups
Discovery	Project based learning	Think – Pair – Share	Games

4- Content:

a- New vocabulary: *adventure, journey, campsite, backpack, map, mountain, river, explore, climb, travel, exciting, careful.*

b- New structure: *Present Simple + Sequencing Words*

Sequencing Words: *First – Then – Next – Finally*

Examples:

1- *I go on an adventure with my family.*
2- *First, we pack our bags. Then, we travel to the mountains.*
3- *Next, we explore the forest. Finally, we return home happily.*

5- Procedures:

a- warm up & revision:
- Review vocabulary with quick oral questions.
- Revise the Present Simple using examples from previous lessons.

b- Presentation:
- Explain how to organize a short paragraph about an adventure.
- Present a model paragraph from the Student's Book.
- Highlight the use of the Present Simple and sequencing words.

c- Practice:
- Complete the writing activities in the Student's Book.
- Write a short paragraph describing an adventure using sequencing words.
- Exchange writing with a partner and check each other's work.

d- assessment:
- Check students' writing.
- Ask oral and written questions.
- Provide immediate feedback and correct mistakes.

6- Evaluation

The lesson: *Was the lesson clear and well organized?* .....
The students: *Could the students write correctly using the target vocabulary and structure?* .....
The teacher: *Did I use suitable strategies and resources effectively?* .....

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Title	Day	Date	Class	Period
Unit 6: Our Adventures – Session 5 (Revision & Assessment)				

Lesson	Session 5 (Revision & Assessment)
Page(s)	90 – 91

1- Learning objectives:

By the end of the session, students will be able to:

- review and consolidate the vocabulary of Unit 6. .....
- review and use the Present Simple correctly. .....
- read and understand a short text. .....
- answer comprehension, grammar and vocabulary questions. .....
- write sentences and a short paragraph about an adventure. .....

2- Materials & Resources:

Digital tools		Storybooks	Flash cards	Audio
Worksheets		Board	Pictures	Real objects
Student's book		Workbook	Realia (maps, photos)	Others

3- Strategies:

Revision	Pair work	Co–operative learning	Discussion
Problem solving	Brain storming	Think – Pair – Share	Role playing
Games	Inductive	Peer learning	Work groups
Guided discovery	Project based learning	Quiz	Assessment for learning

4- Content:

a- New vocabulary: *adventure, journey, travel, visit, explore, mountain, beach, campsite, train, plane, bus, boat, station, ticket, arrive, depart, map, backpack, exciting, safe.*

b- New structure: *Present Simple*

Form: *S + base form (V_1) + ...*

Sequencing Words: *First – Then – Next – Finally*

Examples:

1- *We visit new places.*
2- *First, we pack our bags. Then, we travel to the mountains.*
3- *They arrive at the station at eight o'clock.*
4- *I explore new places with my family.*

5- Procedures:

a- warm up & revision:

- Greet the students and play a short game (e.g. vocabulary bingo or quick questions).
- Revise the vocabulary and the Present Simple using flash cards and examples.

b- Presentation (revision):

- Review key vocabulary of Unit 6.
- Review the Present Simple and sequencing words.
- Read a short text from the Student's Book and discuss it.

c- Practice:

- Do exercises from the Student's Book and Workbook.
- Match words with pictures and complete sentences.
- Write a short paragraph about an adventure using sequencing words.
- Work in pairs to ask and answer questions.

d- assessment:

- Ask comprehension questions.
- Do grammar and vocabulary exercises.
- Check students' writing and give feedback.
- Provide immediate correction and praise.

6- Evaluation

The lesson: *Was the lesson clear and well sequenced?* .....

The students: *Could the students review and use vocabulary and structure correctly?* .....

The teacher: *Did I use various strategies and resources effectively?* .....

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امسح الباركود بالموبيل لتثبيت التطبيق وتحميل كل الملازم مجانا وبسرعه

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